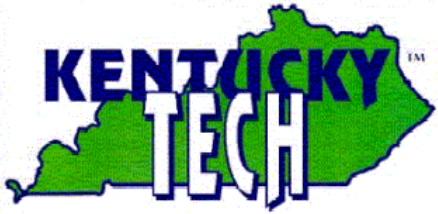# EDUCATION CABINET
Department for Workforce Investment
OFFICE OF CAREER AND TECHNICAL EDUCATION

DISTRICT CONTINUOUS IMPROVEMENT PLAN
2006-2008

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District Continuous Improvement Plan
2006-2008

Plan Approved By

Name	Title	Signature
Virginia Fox	Secretary, Education Cabinet	*signature*
Laura Owens	Deputy Secretary, Education Cabinet	*signature*
David Billingsley	Executive Director, Office of Career and Technical Education	*signature*
Clifford Wells	Area Supervisor, Office of Career and Technical Education	*signature*
Annette Harris-Ward	Chairman, ATC Principals' Board, OCTE	*signature*
Robert Curry	Director, Bluegrass State Skills Corporation	*signature*
Dr. Jack McElroy	Retired Educator, University of Kentucky	*signature*
Vernie McGaha	Kentucky State Senator	*signature*
Ruth Gray	Teacher, Caldwell County ATC	*signature*
Debbie Gray	Teacher, Breckinridge County ATC	*signature*
Brittany Ciukaj	HOSA Kentucky Student President	*signature*
Jessica Wethington	SkillsUSA Kentucky Student President	*signature*
Mike Glass	Assistant Principal, Nelson County High School	*signature*
Larry Sparks	Superintendent, Leslie County Schools	*signature*
Tri Roberts	Dean, Extended Campus, Bluegrass Community and Technical College	*signature*

EDUCATION CABINET
Department for Workforce Investment
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VISION

To be an educational system that serves the needs of all students pursuing technical education and skills training.

MISSION

To develop a versatile individual by providing technical education and skills training in a safe environment.

GOALS

I.   Provide technical skills training to secondary students that leads to successful post high school transition.

II.   Enhance career exploration options for secondary students.

III.   Collaborate with local school districts to enhance the educational growth of all students.

IV.   Respond to the training needs of business and industry for the community.

V.   Become an Area Center of Excellence for continuous improvement of quality technical education for life long learning.

Equal Education and Employment Opportunities M/F/D

KY Tech Goal I: Provide technical skills training to secondary students that leads to successful post high school transition.
SACS Standard 3 – Curriculum
3.1 Develops curriculum based on clearly defined expectations for student learning
3.2 Provides a curriculum that includes a set of essential knowledge and skills in each content area
3.3 Aligns curriculum with clearly defined expectations for student learning across subject areas and grade levels
3.6 Promotes in the curriculum the active involvement of students in the learning process, including opportunities to explore application of higher order thinking skills and to investigate new approaches in applying their learning
SACS Standard 4 – Instructional Design
4.2 Designs and employs instructional strategies and activities that are research-based and reflective of best practice
4.5 Implements an instructional design that provides all students with instruction that stimulates and enhances intellectual and creative development of higher order thinking skills and requires students to apply their learning

Priority Need
- The curriculum will meet the guidelines for secondary students to receive dual credit at postsecondary institutions.
- The career and technical education (CTE) curriculum will include unit plans that incorporate academic core content and employability skills.
- Instruction will include research-based strategies.
- CATS and KOSSA student scores will increase.
- Program assessment scores, in Standard 3C requiring the inclusion of academics in lesson plans, will increase.
- More students will have opportunities for work-based learning experiences.
- The ATCs will meet at least four of the seven Perkins performance indicators.

Causes and Contributing Factors
- Postsecondary institutions demand a curriculum that covers content in the courses that articulate from the secondary to the postsecondary institution.
- Teachers need to incorporate core content and employability skills into unit plans for inclusion in daily instruction.
- High school students are not performing at the desired academic levels.
- Academics are not being included at a high level in daily instruction.
- Program assessment data indicates low scores in work-based learning.

Objectives with Measures of Success
- Continually update the curriculum to ensure that it meets the needs of high school requirements, dual credit and articulation agreements with postsecondary institutions, and business and industry.
- Provide teachers with unit plans that incorporate academics and employability skills.
- Include academic content and employability skills in CTE course instruction.
- Provide students with work-based learning opportunities.
- Meet at least four of the seven Perkins performance indicators.

SACS Standard/ Indicator	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person(s)	Start Date	End Date	Estimated Resources and Costs
3.1	Continue to develop end of course assessments.	End of course assessments will be used as one of the measures of student achievement. (Perkins technical attainment)	Joyce Wogoman	8/06	6/08	General funds
3.2	Continue to align and update KY Tech curriculum with 4.1 core content and KOSSA to assist with increasing student achievement on the CATS and KOSSA tests.	Aligned curriculum. Student achievement on the CATS and KOSSA tests will increase by 5%.	Joyce Wogoman	8/06	5/08	Federal grant
3.2	Provide opportunities for teachers to attend KOSSA scenario scoring and item analysis sessions as a first step in revising the KOSSA tests.	Scores on the KOSSA tests will increase by 2% and the Perkins performance indicator for technical achievement will be met as measured through TEDS data.	Program Consultants	8/06	5/08	General funds
3.2	Increase the integration of academics through Tech Prep concepts.	Tech Prep ATC sites will increase by 5%.	Ahmed Sabie	8/06	05/07	Tech Prep funds
3.3 4.2	Continue to develop unit plans that use research-based strategies to assist in delivering instruction that includes academics (math and science), reading, writing and employability connections.	Unit plans. Student achievement on the CATS and KOSSA tests will increase by 5%. Implementation of reading strategies in classroom instruction. (Perkins, CATS, KOSSA and PA)	Joyce Wogoman	8/06	5/08	General funds
3.6	Develop an action plan to increase work-based learning opportunities for students.	Increase number of students engaged in work-based learning opportunities as rated by program assessment scores on Standard 17 by .5. (PA and SIPs)	Terry Turner	7/06	12/06	General funds
4.5	Develop statewide course syllabi that will assist teachers in delivering consistent instruction to assist with postsecondary institution articulation.	Statewide syllabi. The ATCs will meet the Perkins performance indicator for successful transition. (PA)	Joyce Wogoman	8/06	5/08	General funds

KY Tech Goal II: Enhance career exploration options for secondary students.

Priority Need
- o Enrollment at the area technology centers (ATCs) will increase.
- o Students will succeed at a higher level.

Causes and Contributing Factors
- o Students need to be aware of opportunities offered at the ATCs.
- o Students succeed at a higher level when courses are aligned with their interests and abilities.

Objectives with Measures of Success
- o Increase student enrollment as defined by Technical Education Data System (TEDS).

SACS Standard/ Indicator	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person(s)	Start Date	End Date	Estimated Resources and Costs
No SACS Standard	Support summer camps for 6th – 9th graders at the area technology centers in which they explore careers.	Enrollment will increase by 5%.	Principals Teachers	06/06	08/06	General funds
	See 3.6 on work-based learning.					

KY Tech Goal III: Collaborate with local school districts to enhance the educational growth of all students.
SACS Standard 7 –Student Services
SACS Standard 8 – Staff and Stakeholder Communications and Relationships
8.4 Maintains constructive and mutually supportive relationships among and between all levels of the system
8.8 Provides professional development for staff that supports the overall goals and action plans for the system . . .

Priority Need
- o Enrollment in ATCs needs to increase.
- o Teachers and principals need to analyze relevant data as a step in developing the program and school continuous improvement plans.
- o OCTE and ATCs need input from stakeholders in the feeder schools.

Causes and Contributing Factors
- o Program assessment data indicates a very low rating in the area of program continuous improvement plans.
- o Program assessment document and process is not fully aligned with SACS guidelines.
- o OCTE received responses from only 38% of superintendents and high schools principals surveyed.

Objectives with Measures of Success
- o Increase enrollment.
- o Develop program improvement plans based on relevant data.
- o Conduct another survey.

SACS Standard/ Indicator	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person(s)	Start Date	End Date	Estimated Resources and Costs
8.4	Revise public relations materials. Set enrollment guidelines.	All ATCs will have at least a 15 STR average. (SIPS)	Fran Dundon Committee	08/06	12/06	General funds
8.4	Conduct a survey of superintendents and high school principals for input on how OCTE can better serve students.	OCTE will receive a 75% response rate with needed input.	John Marks	12/06	06/08	General funds
8.8	Provide professional development to assist teachers in building unit plans incorporating math, reading/writing and employability skills in instruction. (Related to Program Assessment Standard 3.)	Perkins performance measures relating to academic and technical achievement will be met.	Debbie Seider	08/06	07/08	PD budget
8.8	Provide training in analyzing data to include feeder district and high school goals, CATS and KOSSA scores, Perkins performance indicators, program assessment findings and advisory committees' recommendations. Provide training in developing the PIP plan.	Program improvement plans will be based on relevant data. (PA)	Myra Wilson Wayne King	06/06	08/06	Program assessment budget

KY Tech Goal IV: Respond to the training needs of business and industry for the community.
The institution shall establish and maintain communication links with community, business, and industry.
The institution's program shall reflect the effective, continual use of community resources, including agencies, organizations, individuals, facilities, business, and industry.

Priority Need
- o   The OCTE will prepare students for the workforce.

Causes and Contributing Factors
- o   The business and industry community needs qualified workers.

Objectives with Measures of Success
- o   Prepare students for successful transition to the workforce and postsecondary education.

SACS Standard/ Indicator	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person(s)	Start Date	End Date	Estimated Resources and Costs
No SACS Standard	In alignment with Tech Prep concepts develop career pathways to assist students in successful transition.	Career pathways. The ATCs will meet the Perkins performance indicator for successful transition.	OCTE/KDE/ KCTCS	8/06	5/08	General funds
	At the state and local levels develop connections with community organizations such as the Chambers of Commerce, civic organizations, industrial foundations, etc.	Increase number of students engaged in work-based learning opportunities as rated by program assessment scores on Standard 17 by .5. (PA and SIPs)	Terry Turner	8/06	6/06	General funds
	See 10.3 on page 10.					

KY Tech Goal V: Become an Area Center of Excellence for continuous improvement of quality technical education for life long learning.
SACS Standard 1 – Beliefs and Missions
SACS Standard 2 - Governance and Leadership
2.1 Adopts written policies and procedures that promote the effective operation of the system . . .
SACS Standard 5 – Assessment, Measurement, and Effectiveness Results
SACS Standard 6 - Financial and Human Resources
SACS Standard 9 – Physical Facilities
SACS Standard 10 Continuous Process of Educational Improvement
10.3 Engages in a continuous process of improvement
10.4 Ensures that each school is engaged in a planning process with improvement goals that complement the system vision and goals
10.5   Monitors compliance with accreditation standards by each school in the system

Priority Need
- o   The OCTE Policies and Procedures Manual needs revising.
- o   The OCTE schools need to meet Perkins performance indicators to maintain critical funding.
- o   OCTE stakeholders need to be more involved in the development of the district continuous improvement plan.

Causes and Contributing Factors
- o   The OCTE Policies and Procedures Manual is out-dated.
- o   All the OCTE schools are not meeting the Perkins performance indicators.
- o   The OCTE district office has not had a plan in place to monitor success of ATCs.
- o   Meeting the Perkins performance indicators is required for Federal funding.
- o   It is very difficult to assemble the OCTE stakeholders since they include representatives from all areas of the state, educators, administrators, legislators and state officials.

Objectives with Measures of Success
- o   Revise the OCTE Policies and Procedures Manual.
- o   Take steps to assist schools in meeting Perkins performance indicators.
- o   Strengthen the involvement of the stakeholders in the development of the district continuous improvement plan.

SACS Standard/ Indicator	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person(s)	Start Date	End Date	Estimated Resources and Costs
2.1	Revise the OCTE district Policies and Procedures Manual.	Revised manual.	Bill Denton	06/06	04/07	General funds
10.3	Host a state-wide employer forum to determine industry national and regional trends and employee employment standards and to solicit input for developing the district continuous improvement plan for 2007-2008.	The OCTE District Continuous Improvement Plan will include input from more stakeholders. (SACS)	David Billingsley Lewis Carter John Marks Area Supervisors	09/06	04/07	General funds
10.3	See SACS indicators 8.4 and 8.8.					
10.4	Provide training in TEDS data entry and process.	OCTE will meet at least four of the Perkins performance indicators.	Sarah Galliher Principals Teachers	06//06	06/07	General funds
10.5	Monitor compliance with SACS accreditation standards by each ATC.	All schools will continue to meet SACS standards.	Area Supervisors Myra Wilson	06/06	Ongoing	General funds

Other Initiatives
- o Review vision, mission and goals
- o Conduct surveys of students and other stakeholders
- o Initiate Math-in-CTE pilot project
- o Revise teacher evaluation instrument
- o Revise the KOSSA tests in construction, transportation and communications
- o Expand web-enhanced/distance learning opportunities for students
- o Pilot a study of the differences in student achievement between students in ATCs with math teachers and ATCs with only technical teachers
- o Work with postsecondary partners to develop a plan to identify students enrolled in postsecondary education who received dual credits at the secondary level